

HOME AND
HEALTH
IN A
NEW LAND

EDITH M. GARRETSON

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HOME AND HEALTH IN A NEW LAND

ENGLISH LESSONS FOR WOMEN
FIRST AND SECOND YEARS

BY
EDITH MAY GARRETSON
||
ENGLISH TEACHER FOR NON-ENGLISH-SPEAKING ADULTS
THE NEIGHBORHOOD TEACHER ASSOCIATION
NEW YORK CITY

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TO
THE FOREIGN-BORN MOTHERS
OF MY CLASSES
WHOSE INTEREST AND FINE SPIRIT
HAVE BEEN
A JOY AND INSPIRATION

PREFACE

The aim of this book is to meet the foreign-born woman's pressing need of ability to understand and converse with the doctor, the nurse, and the teacher concerning her family and home for their present and future improvement.

It is hoped that teachers using the book will supplement it with other simple lessons, health pamphlets, home and neighborhood activities, and any other material suggested by the interest and conversation that may be stimulated in class work.

The psychological study and plan for this book were made possible through a scholarship at Columbia University granted by The American Child Health Association.

The following lessons have been presented in the home and neighborhood classes of The Neighborhood Teacher Association (formerly Education Committee for Non-English-Speaking Women), New York City, of which Mrs. John T. Pratt is chairman. To her I wish to express my gratitude for her review and approval.

As a student I respectfully acknowledge my indebtedness to Dr. Thomas D. Wood, Advisor in Health Education and Professor of Physical Education, Teachers College, Columbia University, and my keen appreciation of his interest.

As a teacher and former student under Miss Elizabeth A. Woodward, New York State Supervisor in Immigrant Education, I am under deep obligation for her inspiration, criticism, and guidance.

INTRODUCTION

There is much discussion to-day concerning the humanizing of knowledge. American culture demands that scientific facts regarding child welfare and home and community health should be presented in simple form to those who need it most. The rapidly changing mass of facts concerning health attitudes and habits has been organized in this volume for those whose minds are not yet trained to flexibility, discrimination, and judgment necessary to benefit from scientific progress.

We are familiar with superstitions and hindering customs among older Americans. If these are considered hard to overcome, how much more difficult is educational work among people of foreign tongues, representing varied customs, differing cultures, and unlike ideals!

Among the millions of non-English-speaking who have come to our shores in the last twenty years the majority of those still beyond the reach of educational opportunities are the home women. These women, new to America, are the ones for whom the present book was prepared. Brave attempts have been made during the past few years to meet the combined need for language and health instruction, but this book is organized in a better form for this purpose than any other that has come to my attention.

Miss Garretson, who has been under my educational supervision in the work of the New York City Neighborhood Teacher Association, has successfully demonstrated the value of these fifty lessons in the homes of Italians, Czechoslovaks, and several other national groups.

Those interested in health in the homes of the non-English-speaking will find that a double purpose has been achieved. This method of studying the English language is a means to one of the most valuable ends in adult education. Those ends in this instance are free discussion of vital topics connected with the building and maintenance of health for the individual and the community. The lessons have been carefully chosen from many fields of interest.

The definite aim in each study has been to awaken a questioning attitude toward the most desirable procedures and to arouse new interests. Because the foreign-born woman has a most difficult task in making her new world adjustments she needs this double method of approach. She invariably acknowledges that the acquisition of English is desirable, at the same time she may be unconscious of scores of "shortages" in health practices and information. The position of the neighborhood teacher is unique in that, while visiting to recruit class groups, she can study home conditions, outstanding problems, and emotional maladjustments of the women.

Meeting the people twice a week regularly throughout the year, the neighborhood teacher has an opportunity to note changes in habits and attitudes which have been made

as a result of discussions, demonstrations, or personal suggestions. She is in a position to assist the women in making contacts with health and other agencies.

This volume, therefore, represents a cumulative series of problems and indicates that further assistance may be given through additional discussions of suggested topics. Every conception of adult education includes adaptation of the course of study to the conscious needs and interests of the individual. This Miss Garretson has achieved throughout in the building of the present volume.

My experience in my work with foreign-born women has proved that adopting desirable health habits is a matter of gradual development and does not come simply as a result of giving information or issuing edicts and regulations.

This book attempts throughout to inculcate an open-minded attitude. It has touched also upon the basic aspects of mental health and mental hygiene.

Miss Garretson has made a real contribution to a neglected field in adult education.

Only as we lead unadjusted new Americans to contribute side by side with older Americans are we building that which is most vital for America's future—a nation of happy, healthy homes.

ELIZABETH A. WOODWARD,
*New York State Supervisor in
Immigrant Education.*

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THE PREPARATORY STUDY

FOR LESSONS IN HEALTH FOR NON-ENGLISH- SPEAKING WOMEN

(FOR USE OF TEACHERS)

A study of the English text-books in present use for non-English-speaking adults shows that these books are written principally for the general interests or practical interests of men. Some of these books are very good in content and method. Only a few are written for women. These are, unfortunately, poor in method, although the interests and illustrations of one in particular are very good. Another is especially written for women in industry. The study shows also that there is no publication thus far that meets the practical needs of the foreign-born non-English-speaking woman, especially the mother, in regard to health. Further, there is no book for these women which is good both in method and content.

One of the greatest needs of the foreign-born mother in this country is ability to talk to the doctor, the nurse, and the teacher. Each of these workers bears a close relationship to her from the standpoint of health and the welfare of her family.

We cannot wait four or more years for her baby to go to

school, and then trust the child to teach the mother English. She needs the language as soon as she maintains her home in America.

Excellent work may be conducted in the school and in the health-center for the child and yet scarcely touch the home or win its co-operation. The child makes an effort to carry over his health training into the home, provided he is an interested child and has fully assimilated the school training, but he finds that often he is misunderstood at home. The child soon becomes discouraged, gives up trying, and consequently two standards of habits develop, one for home and one for school.

Therefore, if we wish all the good work of the school, health-centers, and other well-meaning organizations to function in the home, we must make it possible through direct education of mothers. Only when we teach these women of the homes, capture their interest and co-operation, can we hope to take them from their traditional methods and Old World customs.

It is essential to reach the homes of these new Americans when they are in need, when the strangeness of language and custom makes them realize forcibly their need.

We hope for still more, that in the near future every school located in a foreign district will have its Mothers' Club room, to be used also certain hours of the school day for English classes for the non-English-speaking mothers.

The time must come when the Neighborhood English Teachers, with the co-operation of health and social agencies, will be able to bring their scattered classes into the

schools with suitable space set aside for such work. Then the mother can see the regular work of the school and co-operate as part of it for the betterment of conditions for children. Gradually, through such experiences, feelings of shame and the idea of "too old to learn" will be eliminated.

The schools should welcome day classes for women, and encourage them to use public buildings as readily as they do the privately supported health and social agencies.

The following outline suggests methods of study and approach to subject-matter. The final organization of material is the result of the third method, clearly indicated under Organization and Subject-Matter.

Problem: The preparation of a series of English lessons for the foreign-born woman.

Purpose of formulating these lessons:

1. To meet the need of foreign-born women for practical knowledge of health.
2. To give them at the same time a grasp of English for every-day use.
3. To make it possible for them
 - a. To converse directly with English-speaking teachers and health workers.
 - b. To participate intelligently in health work of schools and health centers.
 - c. To become conscious of health aims from the standpoint of school and other organizations.
 - d. To develop some appreciation of values in life, its pleasures and responsibilities—"To live most and to serve best."

Organization : The organization of material and subject-matter has been based upon a psychological study, guided by experience.

1. A study of the immigrant woman was made with reference to citizenship, adjustment to American life, characteristics, habits, and attitudes.
2. An observation was made of the practical needs and interests of foreign-born women. A plan of special appeals was taken under the general headings—children, economic needs, desire for knowledge and personal advantages, and community life.
3. A combination of (1) and (2) was developed by discovering the foreign-born mothers' own interpretation of a life's program. The program was divided into such main headings as:
 - (1) Work
 - (2) Building health and preventing sickness
 - (3) Play or recreation
 - (4) Education or getting knowledge
 - (5) Religion

Subject-Matter : With the above general headings as a basis for subject-matter, the women listed their normal activities under each heading. The mass of material collected under each is far too great for one small book. No one phase of the program can be separated for study, because each bears a close relationship to health. Only by the use of all can a proper balance be established.

The purpose of these lessons is to avoid monotony, to

make the content interesting, and to furnish sufficient material for an average group. These lessons, however, may be found in many instances to be long, and may also contain too much material for certain non-English-speaking groups. This is a condition which the teacher must bear in mind. Only a part of the lesson need be used, and drill or special devices may be substituted for the remainder.

The subject of work (1) is necessary for forming ideals and standards in regard to conditions, methods, habits, and attitudes. Building health (2) is self-evident. Recreation (3) is placed in the subject-matter for mental hygiene and healthful play activity. Education (4) may be for building health or for ability to master environment. Religion (5) may be omitted, or included only from the standpoint of the individual's right of inheritance and a part of life's philosophy.

With the above points in mind, fifty lesson topics were selected with the following general aims:

1. That the subject be of practical interest and give the foreign-born woman ability to talk on the topic.
2. That there be a variety of topics all relating to health, but with the idea of avoiding monotony.
3. That the early lessons relate mainly to work because this comes nearest to practical every-day activities, and a foundation vocabulary is thus formed in the easiest possible way.

In regard to the making of the separate lessons, the following specific aims were kept in mind:

1. The use of a direct, non-translation method.

2. Arranging the first ten or fifteen lessons as simple, dramatic themes from every-day activities.
3. After forming the basic vocabulary, pictures were planned to be used frequently for illustrating subject-matter and building a larger vocabulary.
4. Grammatical construction was not emphasized to any great extent because practical ability to talk was desired.
5. Lessons were provided for a certain amount of repetition, drill, and special devices.

NOTE.—Illustrated material used with the children in school should be brought in for demonstration by the teacher to acquaint the mother with the work being carried on by the school and other child welfare organizations.

CITIZENSHIP AND COMMUNITY STATUS OF THE IMMIGRANT

Since the new Law, known as the Cable Act of September 22, 1922, came into effect, all alien women are required to pass through the same formalities of citizenship as the men. A foreign-born woman does not become a citizen because of her husband's citizenship. Marriage does not affect the citizenship of an individual.

The new immigrants lack knowledge and power to adjust themselves to new climatic and health conditions in America. They are ignorant of fundamental ways of preserving health. They are unable to read books, magazines, signs, or health-posters.

A large percentage in America have scant education and are ignorant of health ideals and standards.

The mother is the most important individual of the family and the most difficult to reach. She is unable to converse with English-speaking people.

Children are in most cases, even when old enough, undesirable and poor interpreters for the mother.

CHARACTERISTICS OF THE UNEDUCATED FOREIGN-BORN

1. Little appreciation of sanitation and its benefits.
2. Have habits of disorder in their homes and the work of the home.
3. Have no proper valuation of time.
They waste time.
They overwork.
They send children to school late.
They cannot pick out the valuable uses and eliminate the non-valuable.
4. Have little appreciation for law, order, or rights of others.
5. They mistake freedom for license in America.
6. They lack care and cleanliness in regard to food.
7. They eat too much of one kind of food.
8. They lack emotional control and intelligent methods of discipline for children.
9. They are superstitious in regard to signs and health of children.

HABITS AND ATTITUDES THAT ARE NECESSARY

- A. Order and Sanitation at Home.
 1. Put garbage and waste material in covered receptacles.
 2. Have simple, plain, and only necessary furniture in a room; do not crowd.

3. Have no hangings, draperies, or pictures unless clean and simple.
4. Have regular habits for cleaning rooms and doing all work.
5. Use proper cleaning materials.
6. Have proper ventilation and light.
7. Expose bed linen and clothes to the sun.
8. Do not spit or throw articles into the street.
9. Use personal face-cloth, soap, towel, and tooth-brush.

B. Precautions for Safety.

1. Proper use of handkerchief.
2. Cover cough and sneeze.
3. Stay away from sick people.
4. Keep sick children away from school and from other children.
5. Notice indication or signs of sickness in children.
6. Practice safety first for self and others.

C. Preserving Health.

1. Send children to playgrounds.
2. Practice proper breathing.
3. Take exercise.
4. Eat nourishing food and take time to eat it.
5. Take care when overheated and when too cold.
6. Value highly fresh air and sunshine.
7. Wash properly and regularly before lunch, after use of toilet, and take at least three baths a week.
8. Wear clean clothes.
9. Do not use a common drinking-cup.
10. Do things for happiness of others.
11. Practice the rules of the health game.

D. Seeking knowledge of value.

1. Learn what to eat.

For Children—Milk

Eggs

Cereals

Vegetables

Fruits

A little of sweets after meals

2. Why we eat.

3. Learn how to eat.

Slowly

Water before meals

No food in mouth when talking

No playing or dawdling with food

4. Learn amount to eat.

5. Learn how to rest.

6. Learn how to talk—tone of voice.

7. Find the best in your environment and then improve it.

APPEALS TO THE INTERESTS OF THE FOREIGN-BORN WOMAN*

1. Through the Children.

Can the mother read and understand the teacher's note or the school report?

Can she ask questions and converse with school authorities on ways and means of helping her child?

Can she write a note about the child's condition, either in regard to work or sickness?

Can she help the child if he gets into trouble? This

* Pamphlet, N. Y. State Dept. of Education. "Educational Opportunities for Women from Other Lands." Elizabeth A. Woodward.

might involve the school, playground, neighborhood difficulties and adjustments, or appearance in court. Can the mother talk to the doctor, the nurse, and those at the Health Center so that she may learn the best ways of bringing up strong, healthy children?

2. Economic Appeal.

How the husband secures a better position.

How a healthy child can do better work in school.

How to save money in America.

How to keep well.

How to get and keep a good position.

How to have good health.

How to have a better home.

3. Through Personal Advantage.

Possibility of association with other people than own racial group.

Friendship of American people.

Ability to travel to other districts without fear, visit places of interest, such as parks and museums.

Independence in marketing and shopping.

Reading signs, posters, moving-picture screens, pamphlets, and newspapers.

Independence in transacting business.

4. Through Community Life.

Knowledge of public facilities which exist for the benefit of every family.

Means of helping the neighborhood. Responsibility and consciousness of possible individual contribution.

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LESSON 1

GETTING A DRINK

I go to the sink.

I take the glass.

I turn on the faucet.

The water runs.

I fill the glass.

I drink the water.

I drink six glasses of water every day.

EXERCISES

1. Questions on the Lesson:

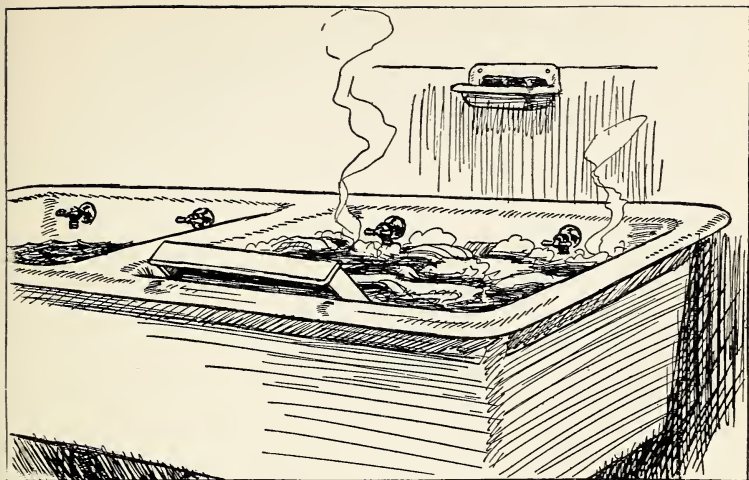
Where do I go?
What do I take?
What do I turn?
What do I fill?
What do I drink?
How much water do I drink every day?

2. For Reading and Writing:

I to the sink.
I take the
I turn on the
The runs.
I drink
I drink of water every day.

3. Words to Study:

Go	Glass
Take	Sink
Turn	Faucet
Runs	Cold
Is	Water
Drink	Day
Fill	Six



LESSON 2

WASHING CLOTHES

I go to the tub.

I turn on the faucet.

I fill the tub with hot water. (with cold water).

I put the clothes in the tub.

I take the soap.

I rub soap on the clothes.

I rub the clothes on the washboard.

I rinse the clothes in clean water.

I hang the clothes on the line.

EXERCISES

1. Questions on the Lesson:

What do I put in the tub?

Where do I put the clothes?

What do I rub on the clothes?

Where do I hang the clothes?

2. For Reading and Writing:

I to the tub.

I on the faucet.

I the tub with water.

I put the in the tub.

I the clothes on the board.

I the clothes in clean water.

I the clothes on the

3. Words to Study:

Open	Fill	Clothes
Rub	Wash	Tub
Hang	Rinse	Hot
Put	Soap	Washboard
Clean	Line	



LESSON 3

TAKING TEMPERATURE OF THE ROOM

I take a thermometer.

I hang the thermometer on the wall.

I look at the numbers.

The thermometer reads 68 degrees.

I like the temperature at 68 degrees or 70 degrees.

I feel well.

EXERCISES

1. Questions on the Lesson:

What do you take?

Where do you hang the thermometer?

At what do you look?

What does the thermometer read?

What temperature do you like?

How do you feel?

2. For Reading and Writing:

I take a

I the thermometer on the

I at the numbers.

The thermometer 68 degrees.

I the temperature.

I well.

3. Words to Study:

Hang	Thermometer
Look	Wall
Read	Numbers
Like	Temperature
Feel	Well
	Degrees



By courtesy of the Maternity Center Association.

LESSON 4

WASHING THE BABY

I take the baby's tub.

I take a wash-cloth, a towel, and a thermometer.

I put warm water in the tub.

I wash the baby's head.

I dry the baby's head.

I rub soap on the wash-cloth.

I wash and dry the baby's body.

The baby is clean and happy.

I wash the baby every morning at 10 o'clock.

EXERCISES

1. Questions on the Lesson:

What do you take?

What do you put in the tub?

What do you wash first?

What do you dry?

What do you wash next?

What do you wash and dry?

How does the baby feel?

When do you wash the baby?

2. For Reading and Writing:

I the tub.

I put water the tub.

I wash the baby's

I the body.

I soap on the wash-cloth.

The is and

I the baby morning at
..... o'clock.

3. Words to Study:

Take

Towels

Warm

Put

Head

Happy

Dry

Morning

Every



LESSON 5

THE MORNING SLEEP

I play with the baby.
The baby is tired.
I put him in bed.
I cover him with warm blankets.
I push the bed near the window.
I open the window.
The baby sleeps every morning at 10:30.

EXERCISES

1. Questions on the Lesson:

What do you do with the baby?
How is the baby?
Where do you put the baby?
With what do you cover the baby?
Where do you push the bed?
What do you open?
When does the baby sleep?

2. For Reading and Writing:

I with the baby.
The baby is
I him in bed.
I him with warm
I the bed near the
I the window.
The baby every morning at

3. Words to Study:

Play	Tired	Blankets
Cover	Warm	Bed
Push	With	Sleep
Baby	Window	



LESSON 6

SEWING A DRESS

I take a piece of cloth.
I put the pattern on the cloth.
I take the scissors.
I cut out a dress.
I take a spool of thread.
I put the thread in the needle.
I make a knot in the thread.
I sew the dress.
The dress is for the baby.

EXERCISES

1. Questions on the Lesson:

What do I take?

What do I put on the cloth?

Then what do I take?

Then what do I do?

What do I put in the needle?

What do I make in the thread?

What do I sew?

2. For Reading and Writing:

I take a piece of

I put the on the cloth.

I the scissors.

I out a dress.

I take a of thread.

I the thread in the

I make a in the thread.

I the dress.

The dress is for the

3. Words to Study:

Cut

Sew

Make

Spool

Knot

Piece

Cloth

Pattern

Scissors

Dress

Thread



LESSON 7

SWEEPING THE FLOOR

I open the window.

I take the broom.

I go to the sink.

I turn on the faucet.

I wet the broom.

I sweep the floor.

I take up the dirt with a dustpan and brush.

I put the dirt into a newspaper. (into the fire.) (into the garbage-can.)

EXERCISES

1. Questions on the Lesson:

What do I open?

What do I take?

Where do I go?

What do I turn?

What do I do?

Where do I sweep the dirt?

Where do I put the dirt?

2. For Reading and Writing:

I the window.

I the broom and to the sink.

I the faucet and the broom.

I the floor.

I take up the and it into the fire.

3. Words to Study.

Wet

Sweep

Dirt

Middle

Brush

Garbage-can

Broom

Sink

Faucet

Floor

Dustpan

Fire



LESSON 8

DUSTING THE ROOM

I take the dust-cloth.
I dampen the cloth with water.
I dust the table and chairs.
My little girl Mary watches me.
She takes the dust-cloth.
She dusts the furniture.
The house is clean.
I wash the dust-cloth.
I dry the broom and dust-cloth in the sun.

EXERCISES

1. Questions on the Lesson:

What do I do with the dust-cloth?

What do I dust?

What does Mary do?

Then what does Mary do?

Where do you dry the broom and dust-cloth?

2. For Reading and Writing:

I the cloth with

My little girl me.

Mary the table and chairs.

Mary dusts the

The is clean.

I the broom and in the
sun.

3. Words to Study:

Dampen

Dust

Watch

Sun

Little

Dust-cloth

Table

Chair

Furniture

Girl

EXERCISES

1. Questions on the Lesson:

What do you buy at the grocery store?

Where is the store?

Who is in the store?

What does the clerk say?

How much is the bill?

2. For Writing and Reading:

Write a bill like this one:

Oatmeal	10¢
1 pound prunes	15¢
1 dozen eggs	45¢
Total	<u>70¢</u>

Read your bill.

3. Words to Study:

Say	Grocery	Pound
Wish	Store	Prunes
Want	Near	Change
Buy	Box	Food
Oatmeal	Eggs	Bill
Total		

NOTE FOR TEACHER.—Use this lesson for other kinds of stores, such as a butcher-shop, a vegetable and fruit market, a clothing store, etc. Introduce the following words: cheap, dear, fresh, good quality, covered.

LESSON 10

LIST OF GROCERIES AND FOODS

Groceries

Sugar
Butter
Eggs
Salt
Pepper
Flour
Oatmeal
Cream of Wheat
Rice
Macaroni
Syrup
Canned Fruits
Canned Soup
Coffee
Tea
Corn-starch
Matches
Soap
Laundry Starch
Ammonia

Meat

Beef
Lamb
Veal
Pork
Chicken
Duck
Goose
Turkey
Beefsteak
Roast Beef
Lamb Chops
Veal Chops
Pork Chops
Stew Meat
Leg of Lamb
Chopped Beef
Corned Beef
Liver
Ham
Bacon

Vegetables

Spinach
String Beans
Lima Beans
Peas
Lettuce
Onions
Cabbage
Turnips
Celery
Carrots
Beets
Tomatoes
Potatoes
Cauliflower
Squash
Pumpkin
Asparagus

Fruit

Apples
Peaches
Pears
Oranges
Bananas
Lemons
Grapes
Plums
Prunes
Cranberries
Strawberries
Blackberries
Raspberries
Cherries
Currants
Pineapple
Apricots

NOTE FOR TEACHER.—Bring pictures of four different kinds of stores. Dramatize store lessons, one pupil acting as a clerk, another as a customer. Bring pictures of the four kinds of foods listed above. Talk over experiences in all the food stores of your district. Use pictures, boxes, cans, and money to help with conversation needed at the stores.

LESSON 11

PRESENT AND PAST TIME

To-day	I go to the grocery store.
Yesterday	I went to the fruit market.
This week	I clean the house.
Last week	I cleaned the house.
This month	I wash the windows.
Last month	I washed the windows.

Present

Go
Take
Turn
Run
I am
Is
Drink
Open
Put
Rub
Look
Like
Read
Get
Rinse
Hang

Past

Went
Took
Turned
Ran
I was
Was
Drank
Opened
Put
Rubbed
Looked
Liked
Read
Got
Rinsed
Hung

Present

Fill
Feel
Dry
Play
Push
Cover
Sleep
Cut
Sew
Make
Sweep
Wet
Dampen
Dust
Watch
Say
Wish
Want
Buy
Walk
Sit
Eat

Past

Filled
Felt
Dried
Played
Pushed
Covered
Slept
Cut
Sewed
Made
Swept
Wet
Dampened
Dusted
Watched
Said
Wished
Wanted
Bought
Walked
Sat
Ate

NOTE FOR TEACHER.—Review Lessons 1-10. Change the present tense to the past tense in each lesson.



LESSON 12

COMING HOME FROM WORK

My husband walks home from work.

He opens the door.

He takes off his hat and coat.

He goes to the sink.

He washes his hands.

The children wash their hands.

We sit down.

We eat our dinner.

EXERCISES

1. Pronoun Drill:

I wash <i>my</i> hands.	We wash <i>our</i> hands.
You wash <i>your</i> hands.	You wash <i>your</i> hands.
He washes <i>his</i> hands.	} They wash <i>their</i> hands.
She washes <i>her</i> hands.	

2. For Reading and Writing:

My comes home from work.
He takes off hat coat.
He his hands.
The children wash hands.
We wash hands.
We eat dinner.

3. Words to Study:

Walk	Home
Sit	Hat
Eat	Coat
Down	Husband
	Dinner



LESSON 13

IN THE MORNING

I get out of bed at 6:30.
The children get out of bed at 7 o'clock.
I prepare breakfast.
We sit down at the table.
We eat apples or oranges.
We eat cereal.
We eat eggs and toast.
Father and I drink coffee.
The children drink milk.
This is a good breakfast.

Father goes to work at 8 o'clock.
The children go to school at 8:30.

EXERCISES

1. Questions on the Lesson:

What time do you get up in the morning?
When do the children get up?
What do you prepare?
What do you eat for breakfast?
What is a good breakfast?
What do mother and father drink?
What do the children drink?
When does father go to work?
When do the children go to school?

2. For Reading and Writing:

Mary gets out of at o'clock.
I breakfast at o'clock.
We breakfast at o'clock.
The children drink for breakfast.
Father to work at o'clock.
The children go to at



LESSON 14

GOING TO SCHOOL

John and Mary take their hats and coats from the closet.

They put on their outside wraps.

They get their books and pencils.

They get clean handkerchiefs.

They leave for school at half-past eight.

School begins at nine o'clock.

My children are not late.

EXERCISES

1. Questions and Answers on the Lesson:

From where does Mary take her hat and coat?

Mary takes her hat and coat from the closet.

From where do John and Mary take their hats and coats?

John and Mary take their hats and coats from the closet.

When Mary leave for school?

Mary for school at o'clock.

When the school begin?

The school at o'clock.

2. Verb Drill:

PRESENT INDICATIVE TENSE

Singular

Plural

I walk	I do	We walk	We do
You walk	You do	You walk	You do
He walks	He does	They walk	They do
She walks	She does		
It walks	It does		

IMPERFECT (PAST) TENSE

I walked	I did	We walked	We did
You walked	You did	You walked	You did
He walked	He did	They walked	They did

FUTURE TENSE

I shall (will) walk

You will (shall) walk

He will (shall) walk

She will (shall) walk

It will (shall) walk

We shall (will) walk

You will (shall) walk

They will (shall) walk

LESSON 15

LUNCHEON

The children come home from school at 12 o'clock.

They are hungry.

I prepare good food for them.

They wash their hands and faces.

They sit down to rest a few minutes.

They read books or play music.

Soon lunch is ready.

We sit down at the table.

We take our napkins.

We eat slowly

We talk and laugh.

We enjoy our meal.

The children go back to school.

Here are some lunches that make children strong and healthy:

- | | |
|--|---|
| 1. Pea soup (thick).
Brown bread and butter.
Stewed prunes.
Glass of milk. | 2. Baked potato.
Baked apple.
Brown bread and butter.
Glass of milk. |
| 3. Cream of spinach soup.
Brown bread and butter.
Chocolate corn-starch.
Apple.
Glass of milk. | 4. Boiled rice with sugar
and milk.
Dates and peanuts. |
| 5. Macaroni and cheese.
Stewed tomatoes.
Brown bread and butter.
Milk.
Orange. | 6. Vegetable soup.
Brown bread and butter.
Jello with custard sauce.
Milk. |

EXERCISES

1. Words to Study:

Hungry	Before
Prepare	Soon
Nutritious	Napkins
Rest	Slowly
Few	Enjoy

NOTE FOR TEACHER.—The teacher should illustrate a lunch and give a cooking demonstration when necessary.



NEW YORK TUBERCULOSIS AND HEALTH ASSOCIATION.

LESSON 16

A SAFE PLAYGROUND

My children like to play.
The house is too small.
The street is not safe.
I send them to the playground.
The playground teacher watches the children.
Children play on the swings, see-saws, and bars.
They play ball and many other games.
They run and jump.

Play out of doors in the fresh air and sunshine helps
my children to grow strong.

I let the children play out of doors at least three or
four hours every day.

EXERCISES

1. How to say "No" in English:

The street is safe.

The street *is not* safe.

I send them to the playground.

I *do not* send them to the moving pictures.

The children play out of doors every day.

They *do not* play indoors every day.

2. Use the answer "No" in English:

John is late for school.

Children eat with dirty hands.

My little girl plays in the house every day.

3. Words to Study:

Street

Safe

Child

Play

Game

Children



LESSON 17

DINNER

I cook the dinner.

Mary sets the table.

She puts the tablecloth on the table.

She takes the plates, cups, and saucers from the cupboard.

She puts the knives, forks, and spoons beside the plates.

She puts a napkin beside each plate.

She puts sugar, salt, and pepper on the table.
She cuts brown bread and puts it on the table.
She puts a glass of water beside each plate.
Then she puts the hot food on the table.
We sit down to eat.
Every one talks cheerfully.

Here are nutritious dinners to make us grow strong:

1. Meat stew with vegetables.
 Stewed prunes.
 Brown bread and butter. Milk.
2. Roast beef.
 Baked potatoes. Boiled Cabbage.
 Bread and jelly.
3. Baked halibut.
 Boiled potatoes. Buttered carrots.
 Boiled rice with honey or syrup.
4. Roast lamb.
 Mashed potatoes. Boiled onions.
 Custard.
 Bread and butter. Milk.
5. Sliced bacon.
 Spaghetti with tomato.
 Custard.
 Bread and butter. Milk.

LESSON 18

A CHILD SENT HOME

My little girl goes to school. She is in the third grade. One day the teacher sent her home with a note. I read the note. It said: "Mary has a rash and must stay at home." She did not feel well. I called the doctor.

SIGNS THAT WE SEE IN PUBLIC PLACES

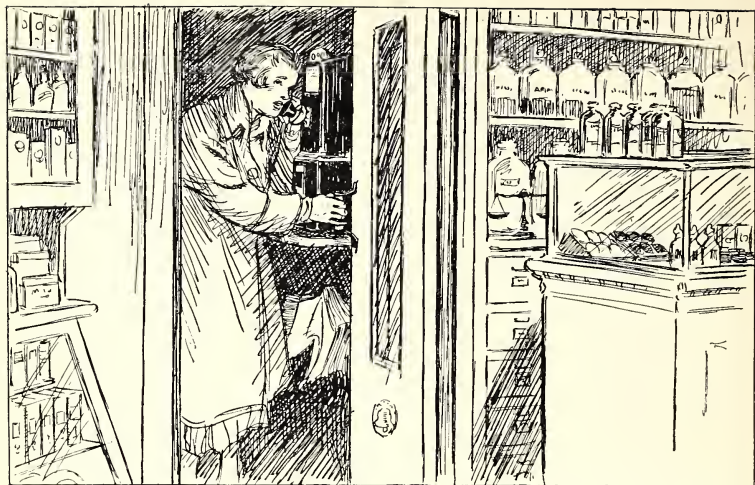
Doctor	Entrance—Enter here.
Druggist	Exit—This way out.
Apothecary	Danger
Dentist	Measles.
Office hours, 9-10 A. M.	No admittance.
Safety first.	Health Clinic.
School street—drive slowly.	
Hospital street.	

EXERCISES

1. Questions on the Lesson:

Where have you seen any of these signs?

What signs do you see every day?



LESSON 19

TELEPHONING THE DOCTOR

I went to the corner drug-store. I looked in the telephone-book for the doctor's name, address, and telephone number. Then I stepped inside the telephone-booth. I took off the receiver and dropped five cents in the slot. The operator asked me for a number. I told her the number slowly and clearly. In a few minutes I heard the doctor's voice. I told him about Mary. I gave him my name and address. He said: "I shall come soon."

EXERCISES

1. Questions on the Lesson:

Where does the doctor live?

What is his telephone number?

Where does your husband work?

What is the factory telephone number?

Where does your big boy work?

What is his telephone?

What is your cousin's telephone?

2. For Reading and Writing:

I went to the

I looked for the doctor's in the
.....

I took off the and dropped five cents in
the

I told the the

I heard the of the doctor.

I him Mary.

NOTE TO TEACHER.—Explain in this lesson or in Lesson 45 the use of the apostrophe to indicate possession. Illustrate with simple sentences.

LESSON 20

MARY GOES TO BED

Mary was sick. I put her into bed. It was a beautiful day. I covered Mary with a clean sheet and warm blankets. The bed was near the window and the sun was shining on the bed. I opened the window and shaded her eyes. The doctor came in about an hour and was glad to see Mary resting comfortably in bed. He looked at her tongue and her throat. He took her temperature. He said: "Mary has the measles." He gave me a prescription for medicine, and said: "You must be the only one to come into this room. Other people must stay out." In two weeks Mary was well again.

EXERCISES

I. Questions on the Lesson:

What was the matter with Mary?

What kind of a day was it?

Where did the mother put Mary?

What did she do for Mary?

Who came in about an hour?
What did the doctor do?
What did he give the mother?
What did he tell the mother?

2. For Reading and Writing:

I covered Mary with a clean and warm
.....

I Mary's eyes from the

Mary rested in bed.

The doctor looked at her and her
.....

He gave the mother a

Other people must stay of the room.

3. For Homework:

Write in your notebook sentences using these words:

Covered

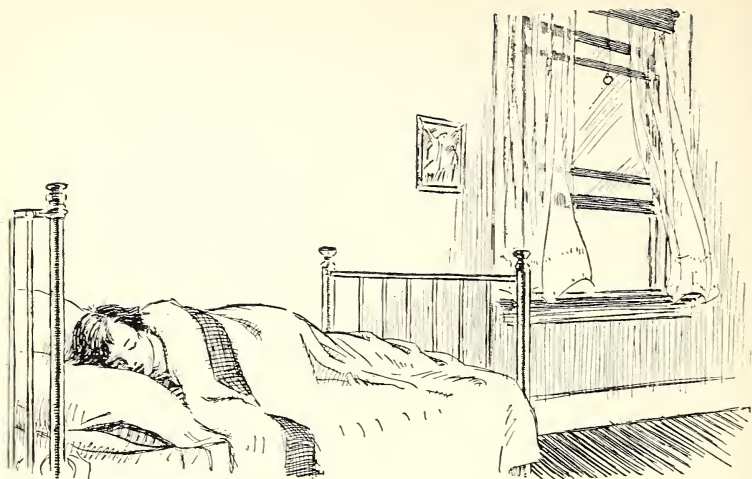
Rest

Prescription

Shaded

NOTE FOR TEACHER.—If there is an opportunity and an apparent need, teach the present and past use of the verbs:

Lie	Lay
Lay	Laid



LESSON 21

VENTILATION

I like fresh air and a good temperature in the rooms of my house. I keep the window always open a little. I look at the thermometer for the temperature. When the thermometer is 68 degrees or 70 degrees I open the window more. In winter when it is cold I turn on more heat.

We cannot work well in bad air. We do not feel well in air that is too warm. We feel tired in bad air. We

catch colds easily if we live in air that is too warm. We open windows at the top and bottom for fresh air and for the proper ventilation.

EXERCISES

1. Questions on the Lesson:

What do you use to tell the temperature?

What is a good temperature for your home?

Why keep the temperature at 68 degrees or 70 degrees?

How do people feel when there is good ventilation in the home?

Why do people catch colds?

2. Topics for Discussion on Temperature and Ventilation:

Ventilation and temperature in schools.

Ventilation and temperature in office buildings.

Ventilation and temperature in factories.

Ventilation and temperature in homes.

When have you been too warm?

When have you been too cold?

How did you feel afterward?

Did you have a headache? Did you feel chilly? Did you feel tired or sleepy?

What should you do if you have a cold?

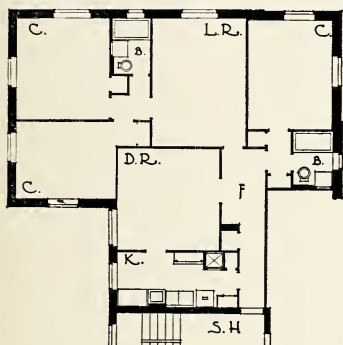


LESSON 22

LOOKING FOR AN APARTMENT

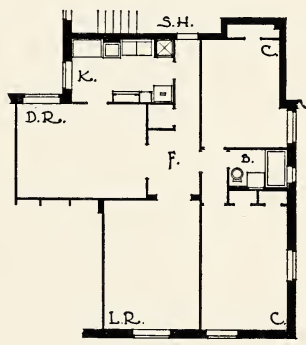
Mr. and Mrs. Arlotta were looking for a new home. When they first came to America they took any place they could find. Soon they wished to have a better home. One day they started out together to look for a pleasant, sunny apartment. Mrs. Arlotta wished a window in every room and sunshine in some of the rooms. They wanted good plumbing. They looked for several days. Many of the apartments were too expensive. Finally they found one on the fourth floor.

The street location and the entrance to the building were not attractive, but the apartment had plenty of sun and air. The plumbing was good. When they moved in they scrubbed and painted the apartment. Mr. Arlotta painted the floor and woodwork himself. Later he will paint the walls a cheerful light color.



Andrew J. Thomas
Architect

From a plan by Andrew J. Thomas.



Andrew J. Thomas
Architect

DIAGRAM OF MODEL APARTMENTS WITH SUNSHINE IN EVERY ROOM.

EXERCISES

Study and be able to tell the story.

Tell your story of looking for an apartment.

Discuss apartment conditions of your neighborhood.

Write a letter like the following one.

128 Carmine Street

New York, N. Y.

August 25, 1926

Consolidated Gas Co. of New York

132 East 15th St.,

New York City

Gentlemen:

I shall move on September 1st from the above address to 114 Leroy Street. Please send a man on that day to read my meter and transfer my account.

Yours truly,

(Mrs.) E. B. Arlotta

On the Post Office card for Change of Address you will see questions like these:

Name

New address

Last old address

Other old addresses

Signature

Write in notebooks answers to the above.



LESSON 23

FURNITURE OF THE HOME

Mr. and Mrs. Arlotta had cleaned and painted their home. They needed some new furniture, and they

liked plain, simple things best. There were six rooms, a living-room, a dining-room, a small kitchen, two bedrooms, and a bath. They measured their rooms and looked at many different kinds of furniture. Here is a list of the furnishings for each of the rooms:

Bedroom (for 2)

- 2 single beds
- 1 bureau
- 2 chairs
- 1 chest of drawers
- 2 small rugs
- 2 or 3 pictures

Bedroom (for 1)

- 1 chest of drawers
- 1 mirror
- 1 single cot bed
- 1 chair
- 1 small rug
- 1 picture

Living-room

- 1 davenport
- 1 rug
- 1 victrola or radio
- 3 chairs
- 3 pictures
- 1 pair of window curtains

Dining-room

- 1 table
- 4 chairs
- 1 buffet
- 1 rug

Kitchen

- 1 table (small)
- 1 ice-box
- 1 stove
- 1 set of dishes
- 1 set of kitchen utensils

Bath

- 3 towel racks
- 1 medicine-chest

NOTE FOR TEACHER.—Bring pictures of well-furnished rooms.



LESSON 24

LOOKING FOR A DOCTOR

One cold morning my neighbor, Mrs. Carlo, was very much worried. Her baby did not act right. He did not seem hungry. When he took food he vomited. He was pale and dark under the eyes. Mrs. Carlo did not know what to do or where to find a doctor. She did not know of any. She wrapped the baby in

a warm blanket and went out on the street. She looked for a doctor's sign. Suddenly she saw

Health Clinic—Hours 9 to 1

She hurried into the clinic. A young woman at the desk said to her: "Do you wish to see the doctor?"

SIGNS FOR TRAVELLING

Uptown	Danger
Downtown	Stop—Look—Listen
Entrance	Information
Exit	Tickets
Push	Pay as You Enter
Pull	Put Rubbish Here
Stop and Go	Men
Keep Out	Women

EXERCISES

1. Questions on the Lesson:
Where have you seen any of these signs?
What signs do you see every day?
2. Topics for Discussion:
The Health Clinic of your neighborhood.
What do visiting nurses do?
What do children learn in school about health?



Copyright New York Tuberculosis and Health Association.

LESSON 25

CONVERSATION AT THE CLINIC OR HEALTH CENTER

Secretary at desk: "Do you wish to see the doctor?"

Mother: "Yes, I want to learn how to keep my baby well."

Secretary: "Is this your first visit?"

Mother: "Yes."

Secretary: "What is your name?"

Mother: "My name is"

Secretary: "Where do you live?"

Mother: "I live at"

Secretary: "How old is the baby?"

Mother: "He is months old."

Secretary: "Here is a card for the baby. Bring it every time you come. Undress the baby and be ready for the nurse."

Nurse: "Next, please."

Mother: "I am next." (*She steps forward.*)

Nurse: "Have you the baby's card?"

Mother: "Yes."

Nurse: "Oh, this is your first visit. I will weigh and measure the baby before you talk to the doctor."

"He weighs pounds." (*She writes it on the card.*) "He measures inches."

Mother: "Is the weight all right?"

Nurse: "No, he is two pounds underweight. You may go over to the doctor now. He will advise you what to do."

Doctor: "Let me see your card. What do you feed him?"

Mother: "Breast milk, bread, cake—sometimes I let him taste things."

Doctor: "It is time for you to wean the baby. He is nine months old. Now give him bottle milk. You must not give him cake or tea, coffee or other things. I will write the meals for him. Give the baby only these foods. The nurse will come to your house and show you how to prepare the milk. Give him a warm bath every morning. Come again next week. We shall soon have him feeling well. Then he will look healthy."

Mother: "Thank you very much. I shall come next week."

LESSON 26

MEDICINE AND THE DOCTOR

It is not wise to take medicine or give medicine without the doctor's advice. There are many medicines sold in the drug-stores which are not good, and do not help people to get well. These are called "patent medicines." Sometimes the price is \$1.00 and the cost of making is about \$.05. People differ from each other. Sickesses differ, and so each sickness needs different treatment. The medicine which helps one person may be bad for another. You cannot take the neighbor's advice or a friend's recommendation every time. Listen to the doctor. If he is a good doctor he will have a license to practice medicine, and he will be connected with a hospital. Do not go to "quacks" or to any one who is not a regular doctor.

EXERCISES

I. Questions on the Lesson:

Who should prescribe medicine?

What kinds of medicines are sold in drug-stores?

Why is a friend's advice not always good?

Who are "quacks"?



LESSON 27

OUTDOOR PLAY

Mrs. Arlotta (*to her friend*): "Oh, I wish my children could live in the country. Your children have a chance to grow healthy and strong. Your children have so many places to play."

Friend (*from the country*): "Why don't you send your children to the playground and the parks? That is just as good. On the playground many children play together. They learn new games and how to be good playmates."

Mrs. Arlotta: "But I cannot stay with them."

Friend: "The playground teacher watches the chil-

dren. She teaches them games which make their bodies grow strong and healthy. The children are interested and at the same time have plenty of exercise."

Mrs. Arlotta: "Yes, I know that play outdoors in the sunshine makes them healthy and happy."

Friend: "People in the city can be just as healthy as the people in the country. They need to keep their windows open night and day. They need to walk to work and exercise in the air and sunshine."

Mrs. Arlotta: "Yes, I suppose it is true that good air, the right food, exercise, and rest make people strong wherever they live."

EXERCISES

1. For Discussion and Writing:

- (1) Tell the story.
- (2) Tell the advantages of living in the country.
- (3) Tell the advantages of living in the city.
- (4) Write in notebooks the answers to 2 and 3.

2. Contractions:

I do not	I can not	He has not	It is
I don't	I can't	He hasn't	It's
He does not	It is not	I am	I shall
He doesn't	It isn't	I'm	I'll

NOTE TO TEACHER.—1. Give two class periods to the lesson.
2. Have pictures and posters contrasting country and city life.



Courtesy of Henry Street Settlement.

LESSON 28

FRESH AIR AND SUNSHINE

Far away in some of the sunny European countries like Italy we see people singing and happy with life. They are strong, brown, and healthy. Watching them a while you will see that they are outdoors in the air and sunshine all day.

Can you think of anything cheaper than fresh air? Is there anything more valuable than sunshine? Energy which is most precious to all living things comes from the sun. It helps to cure sick people. Doctors use direct sunshine for many diseases. Some of these diseases are:

Tuberculosis

Pneumonia

Rickets

Bronchitis

Malnutrition

The sun kills disease germs. It is like a big fine cleaning machine. The sun bath and the daily bath in water help to build a strong, healthy body.

EXERCISES

1. Questions on the Lesson:

Why are fresh air and sunshine valuable?

How much time must children spend in the open air?

What do you mean by direct sunshine?

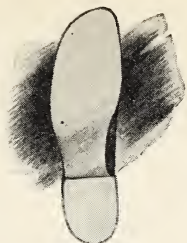
What diseases are helped by direct sunshine?

What does the sun do for people?

Do you take a walk in the sunshine every day?

2. For Homework:

Answer in notebooks the above questions.



From "Foot Health." By courtesy of the Metropolitan Life Insurance Co.
CORRECT POSITION OF FOOT, AND PROPER SHOE.

LESSON 29

SHOES FOR THE CHILDREN

What kind of shoes do your children wear? Are they comfortable? If shoes are tight or do not fit well children become cross and unhappy. What kind of shoes do you buy for the children? Do the shoes have these good points:

1. A straight inner line.
2. Plenty of space for the toes.
3. A flexible shank.
4. A low heel.

A little baby wears a soft shoe made of cloth. Later when the baby begins to walk, he has a soft sole shoe. The fourteen-months-old child, who likes to walk, has a soft leather shoe.

The older children need good strong shoes for street wear. When they come into the house, they take off the heavy shoes and put on soft, low moccasins or slippers. Then the feet have rest and freedom.

When children go to bed they like a game of picking up marbles with their toes. Sometimes they carry two or three, and have a race with each other. Such exercise is good for the feet.

DIRECTIONS FOR BUYING SHOES

Stand the child on a piece of white paper and draw a picture of his foot. Then buy the shoe like the shape of the foot. Get a shoe somewhat longer and a little wider than the foot.

EXERCISES

I. For Writing:

Write the four important points for buying shoes.

NOTE FOR TEACHER.—Show pictures to illustrate types of shoes.



From "Foot Health." By courtesy of the Metropolitan Life Insurance Co.

FOOT EXERCISES.

What is your Bed Time ?



By courtesy of the N. Y. A. I. C. P.

LESSON 30

THE CHILDREN'S BED-TIME

Growing children need plenty of rest. A child from two to six years needs at least thirteen hours sleep. All children under four years should have a daily nap of one to two hours. The time of going to bed should be regular, or the same time every day.

To help children form habits of sound sleep, a mother should send each child to the toilet before he goes to bed

and immediately when he gets up in the morning. A quiet room with an open window is the place for sleep. All clothing should be taken off and only a loose garment put on for sleeping. Sleep does not depend on the darkness of night. It depends on a quiet room (alone, if possible), a fresh bed, proper clothing, and bodily comfort. When children are allowed to stay up late they become overtired, are restless, and do not sleep well. The next day they are cross, fretful, and look sleepy. Children should go to bed early.

Minimum amount of daily sleep for children:

From 1 to 2 years	15 hours
2 to 4	“	14 “
4 to 6	“	13 “
6 to 10	“	12 “
10 to 12	“	11 “
12 to 14	“	10 “

EXERCISES

1. Questions on the Lesson:

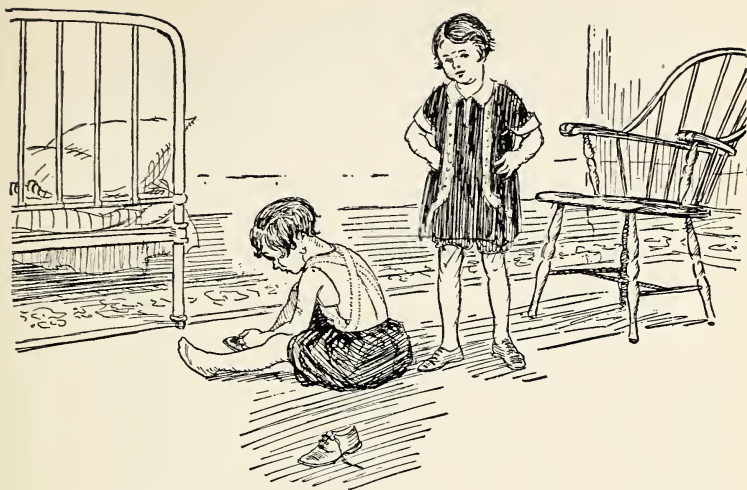
What do growing children need?

How much sleep should a child of four years have?

What should a child wear when he sleeps?

Can a child sleep well if he is overtired and restless?

What would you do if your small child wished to stay up until you went to bed?



LESSON 31

CLOTHING FOR CHILDREN

Children need only plain, washable clothing. If clothes are loose and comfortable, they can play freely. In cold weather dress children in warm, but light underclothes. Wool and silk, or wool and cotton mixtures are better than all wool. Put on clean fresh underwear at least once a week, and more often if possible. A child's underwaist should have cross-straps of the same material stitched on the back, crossing between the shoulders. Garters should hang from the

hips and not from the front. Heavy coats, sweaters, and hats should be used for outdoors only. Shoes must be big enough, and they should fit comfortably.

It is best for children to play in the sunshine with as little clothing on as possible. White or light-colored clothing allows the sunshine to reach the skin.

Clothing should never be tight, especially at the waist or over the chest.

EXERCISES

I. For Reading and Writing:

Fill in the blank spaces.

A child needs clothing.

Clothing should be so that the child can play.

Wool and cotton mixture is better than

Put on clean underwear

A child's underwaist should have

The garters should hang from the

Coats, sweaters and hats should be used

Shoes must be

Children should play in the

Clothing should never be

NOTE TO THE TEACHER.—Show pictures of proper clothing for children and samples of materials.



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LESSON 32

HEALTH EXAMINATIONS

A railroad engine has a complete examination many times during the year. The engineer does not wait until the engine breaks down. Neither should the mother wait until the child is sick before she goes to

the doctor. It is best to have the child examined at the Health Clinic once a month in the first year, four times in the second year, three times in the third, and after that twice a year.

The doctor should examine the child stripped, or without clothing. He should examine hearing, vision, the teeth, nose, throat, heart, lungs, spine, posture, feet, urine, and nervous conditions. He should also study mental and emotional states, and the general conditions. He will consider the relation of weight to height and age. He will inquire about diet, exercise, sleep, and personal habits. The doctor is the child's friend. He will give advice. A mother must not tell a child anything that will make him afraid of a doctor.

EXERCISES

1. Questions on the Lesson:

How often is a railroad engine examined?

Should a mother wait until the child is sick before she goes to the doctor?

How often should a child be examined in the first year?

How often should a child be examined in the second year?

How often should a child be examined in the third year?

How should the doctor examine the child?

What should the doctor examine?

2. Topics for discussion:

What is a mental state? What is an emotional state?

What is a fear?

What shall we do about children's fears?

Who is the child's friend?

What should a mother tell the child about the doctor?

About the nurse? About the teacher?

What advice does a doctor give?

Why are height and weight taken? (See height and weight record, pages 112, 113 in Appendix.)

3. For Homework:

Write a story in your notebook of a visit to your doctor.

Write sentences using the following words:

diet

habits

weight

advice

inquire

afraid

nervous

LESSON 33

GIVING ATTENTION TO DEFECTS

The examination of millions of school children in the United States shows that a large number have defects. Many of these defects are physical and could have been prevented. We must protect children from all diseases because we find that many defects have come as results of sickness. It is best to correct them before children go to school.

Nose, throat, and ear defects are common. When tonsils and adenoids are treated or removed, defective hearing is often prevented. When eye defects are attended to, children work better in school. Bone, spine, and joint troubles usually come from rickets or improper food.

What the mother eats before a child is born helps to decide the kind of teeth a child will have. Wrong food causes bad teeth. Good food helps children to stand up straight, breathe well, and walk properly. Bad posture and poor food may lead to nervous and mental defects.

Some mental defects are due to heredity. Parents should know that after all physical defects are corrected they cannot change the mentality. There is an age of years and there is an age of mind. Experts can tell about how much a child can do at each mental age. Educators are finding what suits the mental growth of each child so that school work will not hurt the growth of his body and mind. Each child is now given a fair chance, with or without defects. The many kinds of classes in the schools prove that this is true.

SOME INDICATIONS OF MENTAL DEFECTS

1. A child who cannot grasp objects.
2. A child who cannot hold up his head, sit up, or walk until long after the usual age.
3. A child with open mouth, tongue out, drooling mouth, and vacant facial expression.
4. A child unable to recognize people or to learn to talk.

Any one of these indications means that such a child should be examined by an expert. A defective child should not be taught at home where there are other normal children or adults. A doctor's advice should be followed when children have nervous defects.

EXERCISES

I. Questions on the Lesson:

- What does examination of school children show?
- What are some defects?
- What should parents do for defects?
- What are some of the causes of bad teeth?
- When does a baby's teeth begin to form?
- What causes bad posture?
- What may be the cause of a mental defect?
- Can a person change mentality?
- What should training and education depend upon?
- What are teachers doing to help children who are slow in school?

2. Topics for Discussion:

- Classes for crippled children.
- Classes for children with heart defects.
- Schools for the deaf.
- Schools for the blind.
- The dental clinic.
- The ungraded classes.
- The vocational classes.
- The hospital classes.
- Problem children.



LESSON 34

THE RULES FOR THE GAME OF HEALTH*

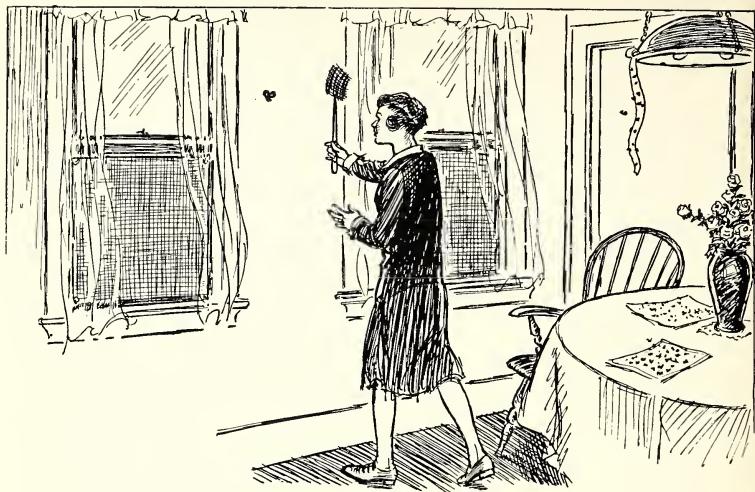
1. A full bath more than once a week.
2. Brushing the teeth at least twice a day.
3. Sleeping long hours with the windows open.
4. Drinking as much milk as possible, but no coffee or tea.
5. Eating some vegetables or fruit every day.
6. Drinking at least four glasses of water a day.
7. Playing part of every day out of doors.
8. A bowel movement every morning.

EXERCISES

1. Memorize and write the Rules for the Game of Health.

* From The American Child Health Association.





LESSON 35

KEEPING OUT FLIES AND MOSQUITOES

Warm weather brings flies and mosquitoes. We put screens on the windows and doors and kill flies and mosquitoes that come into the house. We use a fly-swatter, sticky fly-paper, or other fly traps. In some districts there are many flies. If we look around we will see that there are piles of dirt or water-holes near by. These bring mosquitoes. When the dirt is cleared away and the holes are filled they disappear. When the garbage-pail is covered tightly and everything is kept clean, there are not so many flies.

Flies and mosquitoes are dangerous. So are rats. They carry diseases. Property owners should remove piles of dirt, garbage, manure or unclean spots. If they do not do so we can report it to the Board of Health.

EXERCISES

1. Questions on the Lesson:

When do flies and mosquitoes come?

What do people use to keep flies and mosquitoes out of the house?

What do people use for flies that get in the house?

Where do flies and mosquitoes grow?

What must people do with dirt? With holes? With the garbage-pail?

Why are rats dangerous?

What do we ask owners of property to do?

What can we report to the Board of Health?

2. Topics for Discussion:

Does your neighborhood have many flies and mosquitoes? Why?

How do you and your friends keep them away?

LESSON 36

INDICATIONS OF SICKNESS

Sometimes children do not feel well. A mother can tell when a child is sick by the way he acts. When he shows certain signs of sickness, the mother must keep him home from school. The best place for such a child is in bed, and if he does not feel better in a few hours, the mother should call the doctor.

A famous doctor gives this list of symptoms to help mothers:

Nausea.

Vomiting.

Chill or convulsions (fits).

Dizziness (faintness or unusual pallor).

Eruption (rash) of any kind.

Fever.

Running nose.

Red or running eyes.

Sore or inflamed throat.

Acutely swollen glands in neck.

Cough.

Failure to eat the usual breakfast.

Any distinct change from usual appearance and conduct of child.

EXERCISES

1. Write a letter like this one, using your own address:

48 Washington Street

New York, N. Y.

March 20, 1926

Dear Teacher:

Please excuse John for being absent Friday. He was sick.

Sincerely,

Mrs. C. H. Sharp

2. Topics for Discussion:

Prenatal care of mother; how it affects the health of children.

Care of eyesight.

Value of milk.

Prevention of diseases.

NOTE FOR TEACHER.—The above subjects give opportunity for several talks on health to meet the special needs of the class.



LESSON 37

ISOLATION OF CHILDREN WHO APPEAR SICK

Watch your children carefully. They take diseases quickly. Be on the lookout for unusual behavior. Perhaps they are not happy or do not want to play. Perhaps they cry easily or have flushed faces. Sometimes they have bursts of temper. Such behavior may indicate measles, chicken-pox, mumps, or scarlet fever.

Be careful! If a child is sick, keep him away from

other children. Put him to bed and call a doctor or a district nurse.

Remember that a sick child can give sickness to other children. Keep him away from other people.

EXERCISES

1. Questions on the Lesson:

How does a child act when he is sick?

What are the indications of sickness?

What does the mother do for a sick child?

Why must a mother be careful with her sick child?

Should a sick child play with other children? Why not?

Who comes to see the sick child?

2. For Homework:

Write in your notebook an experience you have had with sickness.

Tell how you kept the other children from getting sick.



LESSON 38

VACCINATION

Every child must be vaccinated before he goes to the Public School. Vaccination protects a child from catching diseases like diphtheria, scarlet fever, and smallpox. Mothers take their babies to be vaccinated when they are six months old, and sometimes sooner if there is danger of a disease in the neighborhood. Mothers go to the Baby Health Clinic, or to the Hospital. A vaccination does not hurt much. It is only a scratch, filled in with medicine that protects. It is well to be vaccinated every seven years.

EXERCISES

1. Questions on the Lesson:

- From what does vaccination protect the child?
- When must children be vaccinated?
- When do mothers take babies to be vaccinated?
- Where can the mother take her children?
- Does a vaccination hurt much?
- How often should people be vaccinated?

2. For Reading and Writing:

Every child must be before he goes to
.....

Vaccination children from
Sometimes there is of a disease in a
.....

Mothers take their babies to the or to
the

LESSON 39

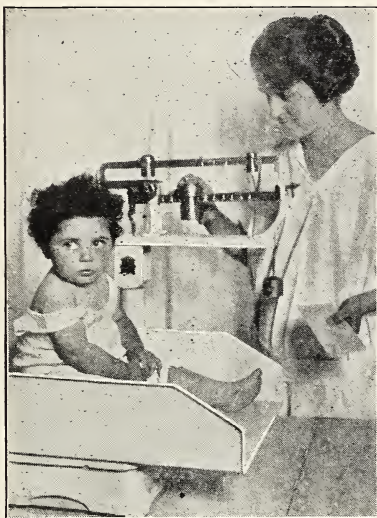
HELPING A NEIGHBOR

One day Mrs. Arlotta heard the baby next door crying. Every day the baby cried and seemed to grow weaker. She thought the baby must be sick, and she wished she could do something to help. She knocked on her neighbor's door and asked if she could do something. The mother said the child was not very ill, and that she had some medicine from the drug-store for the baby.

The two women talked a while and became very friendly. Every day Mrs. Arlotta came in to see the baby. Every day she thought the baby was getting thinner. Then she said to the mother one morning: "I think your baby stays about the same. He should be getting stronger and bigger." The mother was too tired from taking care of all the family to think much about the baby.

Mrs. Arlotta told her of a health center where there was a doctor. The day she saw it there were many mothers there, and the nurses were weighing and measuring babies. Mrs. Arlotta offered to take her

neighbor to this health center. She agreed to go, and they went together the first time. After many visits the baby grew strong and happy. He did not cry any more, and the mother was less tired.



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Mrs. Arlotta helped her neighbor in many other ways. She took her to an English class for mothers so that she could understand the doctor and the nurse. She also went with her to the parks for sunshine and fresh air.

EXERCISES

I. For Study and Writing:

Learn the three forms of adjectives:

Weak	Weaker	Weakest
Strong	Stronger	Strongest
Big	Bigger	Biggest
Thin	Thinner	Thinnest
Happy	Happier	Happiest
Good	Better	Best
Little	Less	Least

Writing.—Write three sentences with adjectives ending in *er* and three in *est*.



AN ENGLISH CLASS IN A PUBLIC LIBRARY.



LESSON 40

MY CHILDREN AND THE MOVING PICTURES

My children liked to go to the moving pictures. They asked me for money. It was hard to say "no" because other children went. I let my children go so that they would be happy and out of my way.

In a short time they became rough and noisy. They did not play well together. They acted in strange ways and imitated the queer things that they saw on the screen. They wanted to go to the movies every

day and stay out late at night. I did not know where my children learned these things.

Then one night I went to the moving pictures with them. The theater was hot and badly lighted. I did not like the pictures. I knew this was no place for my children. Children imitate what they see. Some of the pictures were good and others were not good. When I reached home I told the children they could not go to the pictures alone.

The next day I talked to the lady at the Neighborhood House. She told me of the dramatic club, the health club, and of others. Trained leaders directed the clubs and taught the children many interesting things. I gave my children money to join a club. Now they are happy and with good playmates.

Once a week I take the children somewhere, to the park, to the museum, or for a boat ride. Sometimes we go to the moving pictures if I know there is a good picture. I am sure that the thoughts and impressions that come from many of the moving pictures are not for children to understand.

EXERCISES

1. Questions on the Lesson:

For what do children ask money?

Why are the moving-picture houses bad for children?
When and where can children see good moving pictures?

What is a Neighborhood House?

What kinds of clubs do they have for children?

What kind of people direct the Clubs?

Where can a mother take her children for healthful pleasures?

What are some good moving pictures suitable for children?

2. Topics for Discussion:

Program for a child's day to include time

For meals.

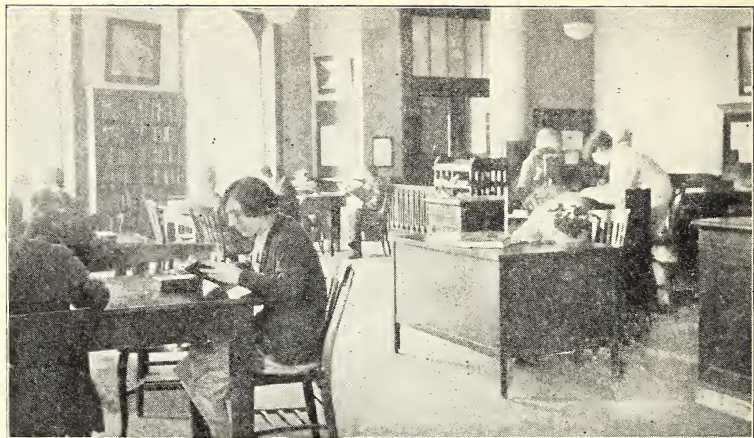
For school.

For play.

For work.

For sleep.

Value of music, stories, and picture-books.



HUDSON PARK BRANCH LIBRARY, NEW YORK CITY.

LESSON 41

BOOKS AND THE LIBRARY

In the library there are many interesting books, magazines, and papers. They are printed in all languages. Some books are easy to read and some are more difficult. There are many different kinds—history, science, literature, and travel. Stories and novels are called fiction. We find poetry from all nations. There are books on trade, on homemaking, on cooking, health, and many other subjects. Most of the libraries have rooms for children, and many books with beautiful pictures.

If I wish to take books home to read I must have a library-card. The librarian will give me a card when she has my name, address, business, and a reference. I can use my library-card to take out books for one week or for two weeks. The librarian will help me find the books I like to read.

Many classes for men and women are held in libraries. The tables are better and the chairs more comfortable for adults than children's desks and seats in the public schools. Classes can use all the books on health, child care, and other subjects. The Neighborhood people like to read in these pleasant surroundings. The rooms are large, quiet, and airy. Almost every city has a free library where grown folks and school children find pleasure in reading and studying. Some libraries have large rooms for meetings, lectures, and discussions. American people enjoy their libraries.

EXERCISES

1. Questions on the Lesson:

What do you find in the public library?

In what languages are books printed?

What kinds of books are found in the library?

How do you take out a card?

How long may you keep a book?

What kind of rooms do you find in the library?

LESSON 42

PARENTS MAKING COMPANIONS OF CHILDREN

Normal, healthy children ask many questions. They will talk to the sympathetic mother about everything. They even tell her all the details about their plays. When the children are little the mother must begin to keep their confidence. She must take an interest in every activity. She must know where the children are playing and what they are playing. She must know her children's companions. It is natural for children of one family to play with other children in the neighborhood. It is right for a child to play with others of his own age. He often learns more from such companions than from older people. A mother should know this and watch the kind of playmates her children choose. She should talk with them about their play. Sometimes they need her to decide a question. Perhaps the children need a change of toys. She lets them decide what they would like to play.

A child likes to watch and help mother make cookies in the kitchen. He likes to carry things from the store. Let him help. Go for walks with him to see the flowers and birds. Let him pretend that he is a

bird and can fly. When he goes to bed tell him a story and let him tell you stories, too.

Fathers must also play with the children and take



Courtesy of the American Social Hygiene Association.

an interest in what they do. A father can play some games better than the mother with the children. Always give children something to do. Toys and games

that make children think are the best. Children should grow in mind and body.

EXERCISES

1. Questions on the Lesson:

With whom do children like to play?

Who must know what and where the children are playing?

What do we mean by the right toy?

When do children like to help mother?

How can a mother enjoy and help her child?

What part do fathers have?

What makes a child grow?

What kind of toys are good for children?

2. Topics for Discussion:

Opportunities for children to bring their friends into the home.

Holiday and birthday parties for children.

Kind of games.

Kind of food or refreshments.

The parent's part.

The child's part.



Courtesy American Child Health Association.

LESSON 43

TOYS FOR CHILDREN

Play is wanting to do things. Children learn and prepare for life through play. As they think more, they do more difficult things in play.

Every healthy child is active and wants to play. He does not stay in one place long. He needs to play and go outdoors in the sunshine and air every day. He needs toys to play with outdoors. A ball, a kiddie-car, a wagon are very good. He gets much happiness and healthy exercise from these. He needs toys for play indoors, too.

It is best for a child to have a sunny playroom, but if he cannot have this, give him a box for his toys and a place to play. Teach him orderliness. Teach him

respect for the rights of others and for himself. Give him a feeling of ownership and respect for the ownership of others.

Toys for Out-of-doors

1. Kiddie-car.
2. Automobile.
3. Velocipede.
4. Sand-box.
5. Ball.
6. Teeter-board.
7. Sliding-board.
8. Swing.
9. Tops.
10. Skates.
11. Jumping-rope.
12. Sled.

Toys for Indoors

1. Blocks, wood, set anchor blocks.
2. Dolls.
3. Soldiers.
4. Horse-reins.
5. Drum.
6. Bells.
7. Balls.
8. Tenpins.
9. Clay, plasterine.
10. Paper and crayons.
11. Picture-books.
12. Picture-puzzles.
13. Colored papers.
14. Paste and scissors.
15. Paint and brush.
16. Small blackboard.
17. Animal toys.
18. Jacks.

Morning, noon
and evening
the same,
Clean hands
and face.



By courtesy of the N. Y. A. I. C. P.

LESSON 44

HELPING CHILDREN TO BUILD GOOD HEALTH HABITS

What kind of children do you like to see? Healthy, happy children, of course. Good habits help children to grow strong and happy. What is a habit? A habit is something we do so many times that we do it with-

out thinking. We walk and eat without thinking how to do it, because a long time ago we learned how by practice.

A child begins to form habits shortly after birth. The mother, father, nurse, and family all help him to form habits. Everything the child learns in the first six years of life is learned in the home. Here the child learns good habits, and here he learns bad habits.

REGULARITY, or doing things at the same time every day, is one important habit for mother and baby. A mother should start the baby with these habits:

1. Feed the baby regularly every three or four hours during the day.
2. Put the baby to sleep at the same time every day.
3. Give him exercise and a bath regularly.
4. Give him fresh air day and night.
5. Help the baby to have a regular bowel movement.

DONT'S TO REMEMBER

HOW TO AVOID BAD HABITS

1. Do not feed a baby every time he cries.
2. Do not give him a pacifier or let him suck his thumb.
(If started, this is very hard to break.)
3. Do not give a bottle between nursings.

4. Do not let a baby have anything in his mouth when he goes to sleep.
5. Do not disturb a sleeping baby to show to friends.
6. Do not fuss over a baby or let friends and relatives fuss. (This makes a nervous child.)
7. Do not frighten children.
8. Do not tickle a baby to make him laugh.
9. Do not let any one kiss a baby on the face.
10. Do not let clothing rub or irritate a child's body.

HABITS FOR THE OLDER CHILDREN

PHYSICAL HABITS

- Eat food only at regular times each day.
- Sit down at the table to eat, and eat slowly.
- Eat fruits and vegetables every day.
- Drink at least two glasses of milk each day.
- Drink at least four glasses of water each day.
- Play out-of-doors part of each day.
- Go to bed at the same time every day and sleep long enough with the windows open.
- Take a bath regularly.
- Brush teeth night and morning.
- Wash face, ears, neck, and hands every day.
- Wash hands before eating each meal.
- Go to the toilet at a regular time.
- Wash hands after going to the toilet.

MORAL HABITS

Insist that your children obey you.

Do not threaten a punishment that you do not intend to give.

When you have said "no" to a child, do not change your mind because he teases or asks many times.

Try to show how he harms himself and others by not giving quick obedience.

You can teach self-control best by having self-control yourself. Do not lose your temper or punish a child without reason.

Let a child understand why he is being punished.

Do not punish a child when he is eating; keep as pleasant an atmosphere as possible at this time.

Teach a child to control himself.

Teach him to be loyal to his home, to his friends, and to his school.

Teach him to be kind to animals.

Let him do things for you and others.

Respect a child's loyalty in small things.

Make a habit of looking at good pictures and good books.

Have a story habit. Tell and read good stories to the children. In this way a mother can teach an appreciation for good art and good books.



LESSON 45

HOW ONE MOTHER TREATED HER EXCITED, DISOBEDIENT CHILD

One day John wanted brother Tom's drum. John had played with it all week. Tom wanted to use it for a parade with his little friends. John took it away from Tom and said he wanted it. Tom went to his mother and told her. She talked with John and explained that it was Tom's drum, and that he had not played with it for several days. John was angry. He began to kick and scream for the drum. He lay down

on the floor and would not listen to his mother. He became more and more excited. Then little Tom, with tears in his eyes, offered to let John have the drum. His mother said "no," and sent Tom away to play. She picked up screaming John and took him into the house. She undressed him. He cried louder than ever. She filled the bath-tub with warm water and put John in it. He stopped crying and kicking. After a bath his mother put him to bed as if he were a sick child. She pulled the shade a little to keep the light out of his eyes. Then she sat down in the room to read. She would not talk. Soon John was sound asleep. He felt better when he awoke. He listened to his mother and then was ashamed of his selfishness.

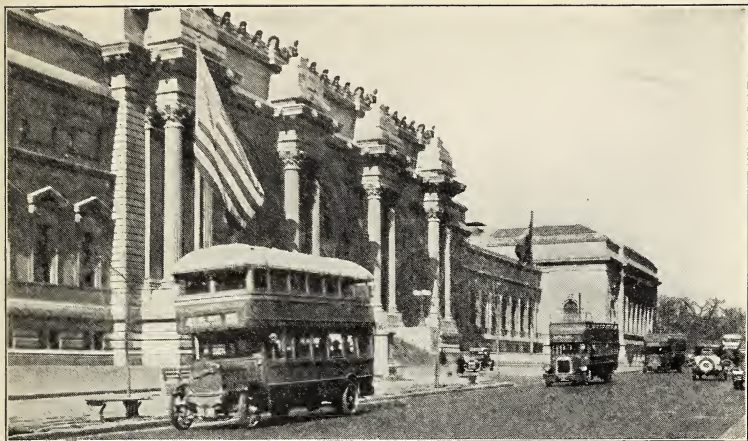
EXERCISES

1. Questions on the Lesson:

- Do you think a child should have everything he wants?
- When can he have what he wants?
- Should children share their toys with each other?
- Should a child have what he wants because he cries?
- kicks? screams? bites? hits?
- What do you do to help your child gain self-control?
- Has your child ever been excited like John?
- What caused him (her) to act in this nervous way?

2. For Conversation:

- Tell stories of other excited children.



LESSON 46

GETTING ACQUAINTED WITH THE CITY

(VISITING THE MUSEUMS AND PARKS)

When Mr. and Mrs. Arlotta first came to America a brother met them at the dock in New York. He took them to a little apartment he had found for them. The next day he took Mr. Arlotta to a job in the factory. For several days Mr. Arlotta knew only the way from his home to the factory and back. His wife knew only the markets on the next block where the clerks spoke her language. It seemed just like home to talk to them and to hear her own language.

She and her husband wanted to see more of the city. They took walks in the evenings. A few blocks away they found a park. Many people were sitting on benches, talking and reading. There they saw automobile buses. In one of these buses Mr. and Mrs. Arlotta took a ride on Saturday afternoon. They saw a library, a museum, a park, and a river, besides many beautiful buildings. It cost them ten cents.

On Monday Mr. Arlotta told his foreman about his trip. The foreman told him how to go to other places. The next Saturday Mr. and Mrs. Arlotta took the subway. They got lost because they could not speak English. There are many changes in the subway, and several subway lines. Some people were nice to them and some were not, but they were not afraid.

A few days later in the evening they were walking in their neighborhood. They saw a sign in front of a school about English classes for adult men and women. There were day classes for women, too. The next night they went to school together. After they learned English they found many more interesting places and people in their city. They began to understand America better and to love their new country.



LESSON 47

THE SCHOOL PARENTS' MEETING

Tony brought home a note from the teacher one day. It said: "There will be a parent-teacher meeting Thursday evening. Be sure to come." At first I did not want to go. Then Tony said: "Why, mama?" I said: "I have no time." Tony looked very much disappointed, so I asked him more about it. He said his teacher would be there to talk to all the mothers after the meeting. The principal was going to speak and show some lantern-slides. There would be singing, and after the meeting the mothers

would be invited to go into some of the school rooms. I thought it over for a few minutes and decided that if I was going to be a good mother and keep up with my children, I should be interested in their school. Then I said: "Tony, I guess mother will find time to go to school and do her work, too." Tony jumped for joy. "Good, mother; I am so glad."

The next day at the meeting I met some of Tony's friends with their mothers. We found seats together and chatted pleasantly. Soon the principal spoke. He told about many new improvements being made for the children's health. He explained how they were teaching children certain health habits, which would help children to grow into strong men and women. He asked the mothers in the homes to co-operate and help make it a success. There was a piano solo by one of the children, and singing by others. Later lantern-slides showed how disease can spread when people are careless. They showed how schools and homes were building clean and beautiful communities in small ways. Then every one stood and sang "America." The meeting was over. The teachers greeted the parents on the way out. Tony's teacher told me he was doing good work in school. I was very happy to know this, and glad that I went to the meeting.

LESSON 48

WHAT THE SCHOOL DOES FOR MY CHILDREN

When the child enters school, he should be healthy, full of joy and happiness. He should have a clear skin, good color, bright eyes, and sound, clean teeth. The normal child is growing steadily and is full of activity. He wants to learn and is happy when he is working. He has a healthy appetite, proper elimination, and is ready and able to sleep at night.

The school examines the children regularly, discovers defects, and tells the parents. It teaches the child a joyous interest in health. A child likes to weigh himself, watch his gain as compared with other children. He learns how to build up his health, that eating certain foods will get the results he wants. The child reads stories and writes compositions about healthy boys and girls. He writes little poems, and sings songs about outdoor play on a bright sunny day. He draws and cuts out pictures of vegetables, fruits, and bottles of milk. In many other ways he learns about health and enjoys playing the health game.

LESSON 49

WHAT THE HOME DOES FOR THE SCHOOL

Many mothers came to a meeting at school one day. They talked about their children. They asked Mrs. Arlotta to lead the meeting. She had studied at the library and talked with a number of other mothers before the meeting, and this is what she told them:

The home is the place where children build health, good habits, a pleasing disposition, and a good character. Without the help of the home sometimes the school has little influence. Many parents, rich and poor, neglect their children or do not understand how to care for them in the best way.

1. The home should give the child opportunity and time for play. The parents should give children playthings, and also let them play with other children.
2. Physical defects, such as tonsils, adenoids, eye and ear troubles, should be removed. In the home there should be good light coming from the left side. Do not have glaring or flickering light. Use books with type suitable for the age.

3. Have the children follow a daily health schedule.
4. The mother should provide proper clothing for the children. Clothing should be plain, clean, and large enough for comfort.
5. The mother should insist upon plenty of sleep and rest.
6. Mothers and fathers are responsible for the building of good character in their children. The home must be a happy one, no excitement or over-activity in amusement. Punishment is of little good. Explain right and wrong to your children. Avoid threats and do not tell your children you will whip them or that the policeman will get them. Avoid repression, that is, let children try to do things that they want to do. If necessary, substitute something that will use the child's wish for activity. Be honest in your talks with children. Explain to them how plants grow, how birds build nests and care for their eggs. Give sex education in the home when the child asks questions, and give enough to satisfy his age.
7. Plan for the children's vacation. This is the time to build health of body and mind. Take excur-

sions to the seashore, the country, parks, and museums.

8. Be careful of water and food. Keep a child home if he shows any signs of sickness. (See Lesson 36.)

9. Know the preventions of disease.

(a) Vaccination.

(b) Schick and Dick tests to prevent diphtheria and scarlet fever.

(c) Typhoid inoculations.

(d) Protein tests in cases of asthma and hay fever.

Let the child practice at home the health teaching of the school. Ask the teacher for help when you need it.

10. Parents should encourage good habits of study, a regular time, a quiet place, and steady attention to the lesson. When the child goes to work, help him choose the proper work for his body and mind. Think of his health and co-operate with the continuation-school, the doctor, and any other intelligent agency.

LESSON 50

MY INTERESTS IN LIFE

You ask me what are my interests in life? Every mother says her home and children. I want a very happy home that my children may always love it. I want my children to be well and strong and to grow into fine men and women.

Then, of course, I am interested in the school because it is helping to educate my children. And my neighborhood or community did you say? Yes, I am glad to live in a good neighborhood. Each family helps to make a good or bad neighborhood. My husband and I attend neighborhood meetings. We teach our children to put papers and fruit skins in rubbish-cans. We are interested in water, cleanliness, and all health conditions of our district. We read and talk over all new laws—the building of new schools or other necessities of our community.

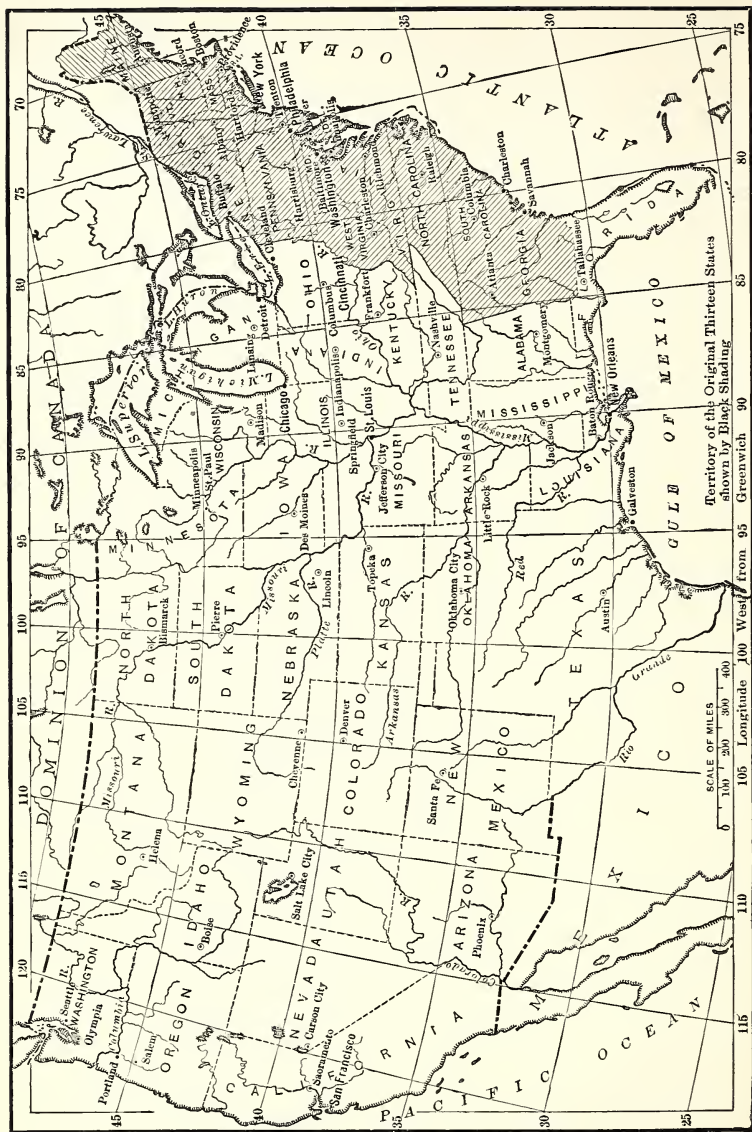
And what is life, you ask? Life, as Doctor R. C. Cabot says, is made up of "Work, Play, Love, and Worship." Each one of these is as necessary to life

as the other. Only with all of them can we understand the joy of living, and give the best possible service to our children and to the world, that the future may progress. Our responsibility is great and our influence reaches far, from our home, through our children, to our community, and to all the world.

And what is education? This means so much that a little sentence is hardly enough, but one might say: "Education is the discovery and development of the human personality for the highest service to mankind."*

*Thomas D. Wood, M.D.

APPENDIX



THE UNITED STATES--THE THIRTEEN ORIGINAL COLONIES ARE SHOWN BY SHADING.

BOOKS AND HEALTH PAMPHLETS FOR MOTHERS

- Talks to Mothers. Angelo Patri. D. Appleton & Co.
Child Training. Angelo Patri. D. Appleton & Co.
American Child Health Association Publications, 370
Seventh Avenue, New York, N. Y.
The Baby in the House of Health.
The Runabouts in the House of Health.
Height and Weight Charts.
Nutrition Charts.
My Little Child's Health.
Runners (50 by 10½).
Metropolitan Life Insurance Co. Publications, New York,
N. Y.
Clean Up and Clear Up.
Cook Book.
Get Rid of Rats.
Child Health Alphabet.
First Aid in the Home.
How Are You Growing?
First Steps and Baby Chart.
Flies or Babies—Which?
Health Hints for Policy Holders.
Metropolitan Mother Goose.
The Child.
All About Milk.

How to Live Long.
The Red Trail of the Automobile.
How to Be Happy and Well.
A War on Consumption.
Whooping Cough.
Eyesight and Health.
Diphtheria.
Malaria.
The Health of the Worker.
Measles.
Tonsils and Adenoids.
Tuberculosis.
Care of the Teeth.
Wisdom of Prof. Happy.
Common Colds.
Health Heroes.
Foot Health.

Philadelphia Dairy Council, 1211 Arch Street, Philadelphia,
Pa.

Build Strong Teeth from the Start.
Milk for the Whole World.
Following the Milk Can.
Why the Cow Jumped Over the Moon.
Milk Made the Difference.

How's Your Foundation. C. B., Med. Dir., from the
Mountain States *Monitor*.

Borden Company Health Pamphlet Publications, New
York, N. Y.

Adolescent Girl.

Menus for Little People.

Nutrition and Health.

The Mother's Reply. Nellie M. Smith. American Social Hygiene Association, New York, N. Y.

International Translation Service Bureau Publications.
National Board Y. W. C. A., 600 Lexington Avenue,
New York, N. Y. (In English and other languages.)

The Baby. Cecile L. Griel, M.D.

What America Has For You.

The Courts and Their Use.

Kindergarten.

The Well Baby Primer. Caroline Hedger, M.D.

Children of Many Lands. National Child Welfare Association, New York, N. Y.

Literature and Charts. New York Tuberculosis Association, New York, N. Y.

Strong Bodies and Sound Minds. Prudential Life Insurance Co.

Food for the Family. Lucy H. Gillet. Published by
New York Association for Improving the Condition of
the Poor.

United States Government Publications, Washington, D. C.:

Prenatal Care. Mrs. Max West. 1924.

Infant Care. (Revised). 1924.

Child Care: The Preschool Age. Mrs. Max West. 1922.

Child Management. D. A. Thom, M.D., 1925.

WEIGHT—HEIGHT—AGE TABLE FOR BOYS

Height Inches	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.
38	34	34													
39	35	35													
40	36	36													
41	38	38	38												
42	39	39	39	39											
43	41	41	41	41	41										
44	44	44	44	44	44										
45	46	46	46	46	46										
46	47	48	48	48	48										
47	49	50	50	50	50	50									
48		52	53	53	53	53									
49		55	55	55	55	55	55								
50		57	58	58	58	58	58	58							
51			61	61	61	61	61	61							
52			63	64	64	64	64	64	64						
53			66	67	67	67	67	68	68						
54				70	70	70	70	71	71	72					
55				72	72	73	73	74	74	74					
56				75	76	77	77	77	78	78	80				
57					79	80	81	81	82	83	83				
58					83	84	84	85	85	86	87				
59						87	88	89	89	90	90	90			
60						91	92	92	93	94	95	96			
61							95	96	97	99	100	103	106		
62							100	101	102	103	104	107	111	116	
63							106	107	108	110	110	113	118	123	127
64							105	109	111	113	115	117	121	126	130
65								114	117	118	120	122	127	131	134
66									119	122	125	128	132	136	139
67									124	128	130	134	136	139	142
68										134	134	137	141	143	147
69										137	139	143	146	149	152
70										143	144	145	148	151	155
71										148	150	151	152	154	159
72											153	155	156	158	163
73											157	160	162	164	167
74											160	164	168	170	171



PREPARED BY BIRD T. BALDWIN, PH.D., AND THOMAS D. WOOD, M.D.

These new Weight-Height-Age Tables, which are similar to the Wood Tables (formerly issued by the Child Health Organization of America), are the most accurate available.*

These tables should be used as a means of interesting the child in his growth, and as a factor in determining the child's health and nutrition.**

*Representing a large group of presumably healthy children most of whom are native born. Tables for technical workers with detailed information can be secured from the American CHILD HEALTH Association.

**Encourage the annual physical examination of every child by a physician.

WEIGHT—HEIGHT—AGE TABLE FOR GIRLS

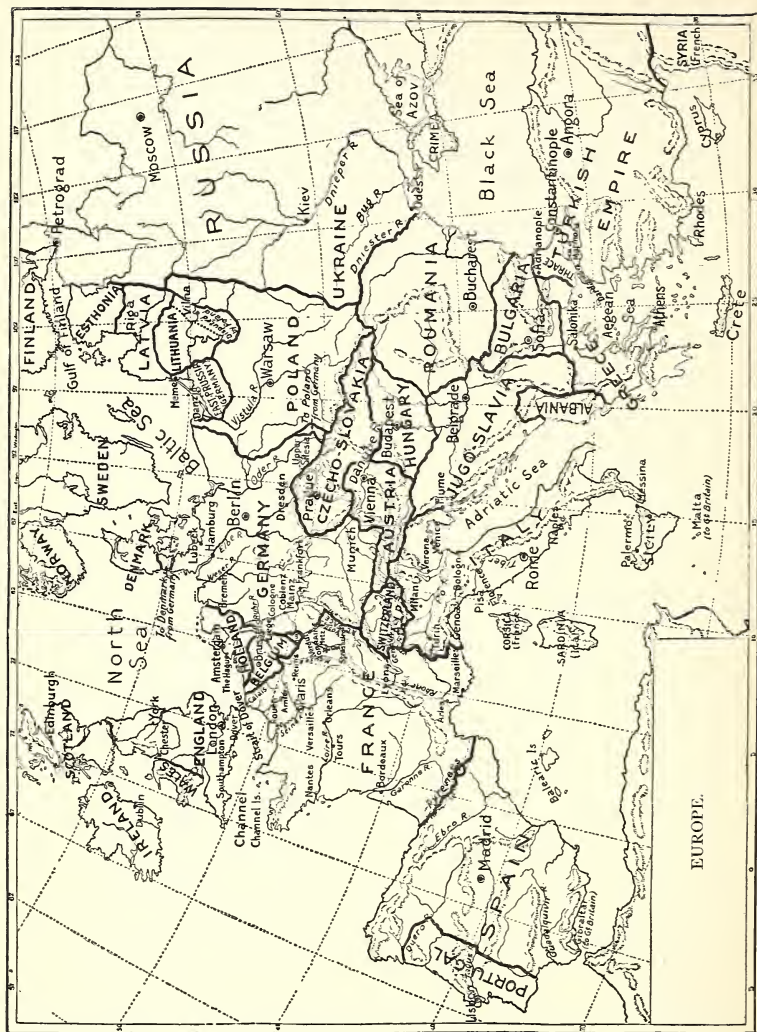
Height Inches	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.
38	33	33												
39	34	34												
40	36	36	36											
41	37	37	37											
42	39	39	39											
43	41	41	41	41										
44	42	42	42	42										
45	45	45	45	45	45									
46	47	47	47	48	48									
47	49	50	50	50	50	50								
48		52	52	52	52	53	53							
49		54	54	55	55	56	56							
50		56	56	57	58	59	61	62						
51			59	60	61	61	63	65						
52			63	64	64	64	65	67						
53			66	67	67	68	68	69	71					
54				69	70	70	71	71	73					
55				72	74	74	74	75	77	78				
56					76	78	78	79	81	83				
57					80	82	82	82	84	88	92			
58						84	86	86	88	93	96	101		
59						87	90	90	92	96	100	103	104	
60						91	95	95	97	101	105	108	109	111
61							99	100	101	105	108	112	113	116
62							104	105	106	109	113	115	117	118
63								110	110	112	116	117	119	120
64								114	115	117	119	120	122	123
65								118	120	121	122	123	125	126
66									124	124	125	128	129	130
67									128	130	131	133	133	135
68									131	133	135	136	138	138
69										135	137	138	140	142
70										136	138	140	142	144
71										138	140	142	144	145



PREPARED BY BIRD T. BALDWIN, PH.D., AND THOMAS D. WOOD, M.D.

When taking measurements, remove the child's outdoor clothing, shoes and coat. Take heights with a square, consisting of two flat pieces of wood joined at right angles (a chalk box will serve). The child is placed in a good erect position, with heels and shoulders against the wall or wide board, upon which has been marked or pasted an accurate measure. Age is taken to the nearest birthday.

Published by
The American CHILD HEALTH Association
 370 Seventh Avenue, New York City



SIMPLE RECIPES

CEREALS

1 cup of cornmeal to 6 cups of water and 1 to 2 teaspoons of salt—cook 3 hours.

1 cup of cream of wheat to 4 to 6 cups of water and 1 to 2 teaspoons of salt—cook 1 hour.

1 cup of farina to 4 to 6 cups of water and 1 to 2 teaspoons of salt—cook 1 hour.

1 cup of hominy to 4 cups of water and 1 to 2 teaspoons of salt—cook 3 hours.

1 cup of rolled oats or oatmeal to 2 or $2\frac{1}{2}$ cups of water and 1 to 2 teaspoons of salt—cook 1 hour.

If children do not like cereal, try using $\frac{1}{2}$ cup more water in cooking.

Stir the cereal slowly into the boiling water and cook until the cereal gets thick, stirring all the time. Then set the dish into a pan of boiling water and cook without stirring. Or soak the cereal for 6 to 12 hours in the water in which it is to be cooked, then set over the fire in a pan of hot water and cook.

SOUPS

CREAM OF SPINACH SOUP

4 tablespoons fat.

4 tablespoons flour.

Water cooked from 1 qt. spinach (usually about 2 cups).

- 1 cup more of water.
- 3 cups milk.
- 2 tablespoons chopped spinach.
- 1 teaspoon salt.

Wash the spinach carefully (5 waters). Cook in the water that clings to the leaves as it is lifted from the last washing water.

Make the white sauce of the fat, flour, salt, milk, and water which cooks out of the spinach. Mix chopped spinach with the white sauce and save the rest of the cooked spinach for another meal.

CREAM SOUPS

White sauce and cooked vegetables mixed. To 2 cups of white sauce add $\frac{1}{4}$ to $\frac{1}{2}$ cup cooked vegetables, chopped fine.

White Sauce

- 2 tablespoons flour.
- 2 tablespoons fat.
- 1 cup milk.
- 1 cup water in which the vegetable has been boiled.
- Salt and pepper.

Method.—Melt the fat in a saucepan over a low flame. Do not burn the fat. Add the flour and seasoning and cook for 1 to 2 minutes. Stir in the milk and vegetable water and cook until thick, stirring all the time. Add the vegetables, chopped fine.

VEGETABLES

TO CLEAN VEGETABLES

Scrub root vegetables such as potatoes, carrots, beets, and turnips. Do not pare. Cook with skins on.

Wash leafy vegetables until clean. Throw away dead or spoiled leaves. Cut cabbage into quarters.

TO COOK VEGETABLES

Put the vegetables into boiling salted water.

Cook rapidly until tender when pricked with a fork. Young vegetables cook more quickly than old vegetables. Young, or green leafy vegetables cook in from 20 to 30 minutes. Root vegetables or older vegetables from 30 minutes to 1 hour.

Cook onions, turnips, cabbage, kale, and cauliflower in a large amount of water without any cover on the kettle. Boil rapidly, pour off the water and season.

Use the water in which vegetables have been cooked in soups and meat gravies as often as possible.

TO COOK SPINACH

Pick off dead leaves. Wash the fresh leaves until free from sand and dirt. Dip from the last washing water into the kettle and cook slowly from 15 to 20 minutes. Cook in the water which drains from the leaves. Do not add more water unless there is danger of burning.

MUFFINS

BRAN MUFFINS

1 $\frac{1}{2}$ cups flour.

1 $\frac{1}{2}$ cups bran.

4 teaspoons baking powder.

1 teaspoon salt.

$\frac{1}{2}$ cup of sugar.

1 egg, well beaten.

4 tablespoons melted fat.

Milk to make a soft dough (about 1 $\frac{1}{3}$ cups).

Mix all together, beat well, and bake in a very hot oven until the muffins shrink from the pan.

CORN BREAD

1 $\frac{1}{2}$ cups cornmeal.

2 cups white flour.

5 teaspoons baking powder.

$\frac{1}{2}$ teaspoon salt.

2 tablespoons sugar.

2 tablespoons fat.

1 egg.

1 cup water.

1 cup milk.

Beat the egg, add milk and water, stir in the dry materials, add melted fat, and pour in a greased pan. Bake $\frac{3}{4}$ of an hour in pan or muffin-tins.

GINGERBREAD

2 cups flour.

$\frac{1}{2}$ cup of fat (bacon fat is good).

$\frac{1}{2}$ cup hot water.

$\frac{1}{2}$ teaspoon soda.

1 cup molasses.

1 teaspoon salt.

2 teaspoons baking-powder.

2 teaspoons ginger.

1 egg.

Sift flour, soda, salt, and ginger. Mix the beaten egg, molasses, melted fat, and the hot water. Stir the flour in quickly and bake in a moderate oven.

DESSERTS

RICE PUDDING

1 quart milk.

3 tablespoons rice.

2 to 4 tablespoons sugar.

Salt, nutmeg, and a few raisins.

Wash the rice. Put all the materials into the baking-dish and bake in a slow oven for 2 to 3 hours, or until as thick as heavy cream. Stir in the crust that forms on top every 15 minutes.

BAKED CUSTARD

1 egg.

$\frac{2}{3}$ cup milk.

1 $\frac{1}{2}$ tablespoons sugar.

Salt.

Nutmeg if desired to flavor.

Beat the egg, pour hot milk over it. Add sugar and flavoring. Pour in cups, set in a pan of hot water and bake slowly until firm. To test when done, stick a clean knife into the center. If done, the knife comes out clean.

FRUIT TAPIOCA PUDDING

$\frac{1}{2}$ cup of tapioca.

1 pint of water.

$\frac{1}{2}$ cup of sugar.

$\frac{1}{2}$ teaspoonful salt.

Fruit, about $\frac{1}{2}$ cup.

Soak the tapioca in cold water for 12 hours. Pour off this water, add the pint of water, sugar, and salt. Cook until the mixture is transparent. Add any cooked fruit or uncooked oranges. Eat cold.

STEWED FRUITS

Cook dried fruits such as prunes, figs, and apricots until tender.

Soak all fruit before cooking. Soak in water from 12 to 24 hours. Cook in same water in which they are soaked.

(This rule applies to dry vegetables and oatmeal).

APPLE BETTY

6 apples.

Pare and cut into small pieces.

Butter a baking-dish.

Put a layer of the apples on bottom of the dish.

Sprinkle with bread crumbs, cinnamon, and sugar.

Put a few dots of butter over this.

Make two or three layers like this until all apples are used.

Bake in moderate oven $\frac{1}{2}$ to $\frac{3}{4}$ of an hour.

NOTE.—Most of these recipes have been taken from "Food for the Family."

POEMS AND SONGS

THE RAINBOW

Boats sail on the rivers,
And ships sail on the seas,
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please,
But the bow that bridges heaven
And overtops the trees,
And builds a road from earth to sky
Is prettier far than these.

PLAYTIME

The world's a very happy place,
Where every child should dance and sing,
And always have a smiling face,
And never sulk for anything.

—GABRIEL SETOUN.

WORK

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
“This is my work; my blessing, not my doom;
“Of all who live, I am the one by whom
“This work can best be done in the right way.”

Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours.
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

—HENRY VAN DYKE.

BED IN SUMMER

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

—ROBERT LOUIS STEVENSON.

MY BONNIE

My Bonnie is over the ocean,
My Bonnie is over the sea,
My Bonnie is over the ocean,
O bring back my Bonnie to me.

(Chorus)

Bring back, bring back,
Bring back my Bonnie to me, to me;
Bring back, bring back,
O bring back my Bonnie to me.

O blow, ye winds, over the ocean,
And blow, ye winds, over the sea,
O blow, ye winds over the ocean,
And bring back my Bonnie to me.

(Chorus)

HOME SWEET HOME

'Mid pleasures and palaces though we may roam;
Be it ever so humble, there's no place like home;
A charm from the skies seems to hallow us there,
Which, seek thro' the world, is ne'er met with elsewhere.
Home, home, sweet, sweet home,
There's no place like home,
Oh there's no place like home. —JOHN HOWARD PAYNE.

SWEET AND LOW

Sweet and low, sweet and low,
Wind of the Western sea;
Low, low, breathe and blow.
Wind of the Western sea;
Over the rolling waters go,
Come from the dying moon and blow,
Blow him again to me,
While my little one, while my pretty one sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother's breast,
Father will come to thee soon;
Father will come to his babe in the nest,
Silver sails all out of the west,
Under the silver moon.
Sleep my little one, sleep my pretty one, sleep.

—ALFRED TENNYSON.

OLD FOLKS AT HOME

Way down upon the Suwanee River
Far, far away,
There's where my heart is turning ever,
There's where the old folks stay.
All up and down the whole creation,
Sadly I roam,
Still longing for the old plantation,
And for the old folks at home.

(Chorus)

All the world is sad and dreary,
Everywhere I roam;
Oh! darkies, how my heart grows weary,
Far from the old folks at home.

All 'round the little farm I wandered,
When I was young,
Then many happy days I squandered,
Many the songs I sung.
When I was playing with my brother,
Happy was I.
Oh! take me to my kind old mother,
There let me live and die.

(Chorus) —STEPHEN C. FOSTER.

AMERICA

MY COUNTRY, 'TIS OF THEE

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing.
Land where my fathers died!
Land of the Pilgrim's pride!
From ev'ry mountain side,
Let freedom ring!

My native country, thee,
Land of the noble free,
Thy name I love.
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

—SAMUEL FRANCIS SMITH.

AMERICA THE BEAUTIFUL

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet
Whose stern impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all success be nobleness
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

—KATHARINE LEE BATES.

